

PLANNING FOR LEARNING



image: allthingsd.com/

June 2015

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Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

June 2015

Key Powerpoint Slides	
City Life example	City Life Zion Backwards Design Templat... Details Download 71 KB
Blank Zion Template	Revised Zion Blank Backwards Design T... Details Download 59 KB
World Readiness Standards	World-ReadinessStandardsforLearningL... Details Download 148 KB
NCSSFL-ACTFL Can Do Statements	NCSSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSSFL-ACTFL Global Benchmarks	NCSSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB

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“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



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Session Goal:

Consider guiding principles for designing thematic standards-based units that maximize student learning.

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Curriculum on the shelf or



<http://www.splendidactually.com>

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...being used to plan instruction?



<http://www.splendidactually.com>



<http://brittanyscholer.wordpress.com>

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Backward Design

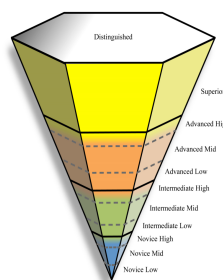
Identify desired results – What are the goals?

What?



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

How well?



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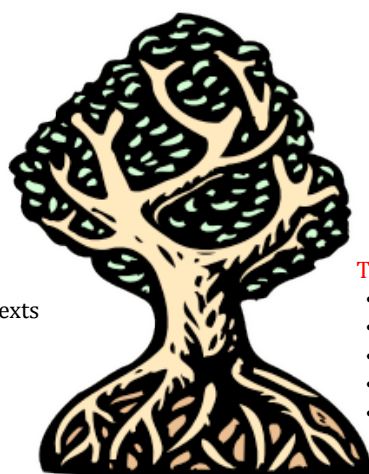
Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

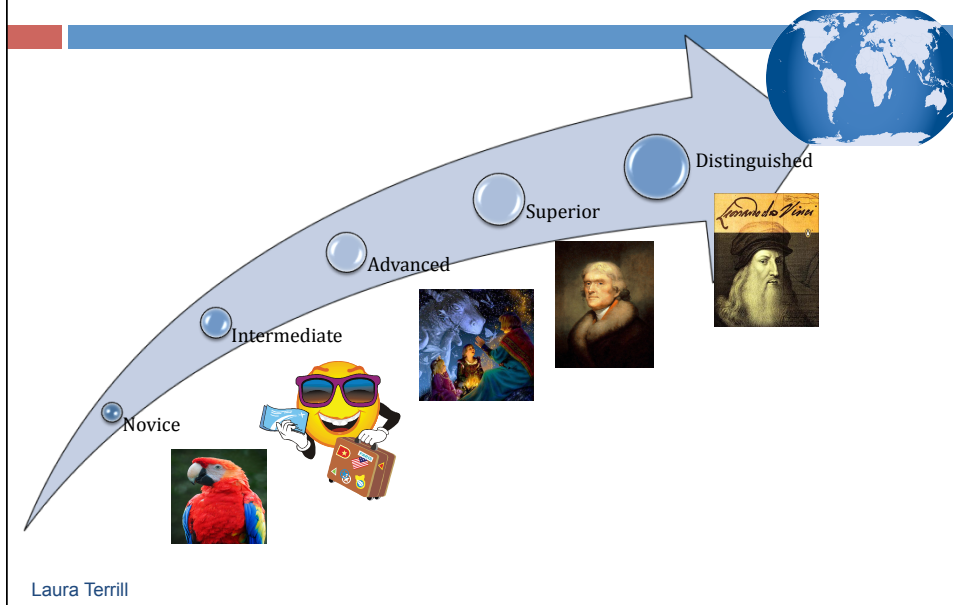
Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Continuous growth toward proficiency



Major Levels - Novice

The “Parrot”

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL



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Major Levels - Intermediate

The “Survivor”

- ♦ Creates with language; recombines and adapts learned material to express personal meaning
- ♦ Asks and answers questions about familiar topics
- ♦ Handles simple situations

SENTENCE LEVEL



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Major Levels - Advanced

The “Storyteller”

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication

PARAGRAPH LEVEL



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Proficiency



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Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

ACTFL Proficiency Guidelines 2012 - Speaking

Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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Taken from: ©2013 Implementing Integrated Performance Assessment

Performance



Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Performance Rubric – Interpersonal Task

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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Text Type

Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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Performance towards Proficiency



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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Targeted Performance

In 10 words or less, how would you define the performance goal for a level 2 high school class?

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Targeted Performance

Level 1 — (Novice High)

- use simple sentences / questions on very familiar topics

Level 2 — (Novice High - Intermediate Low)

- create with language at the sentence level
- ask questions

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Targeted Performance

Level 3 — (Intermediate Low - Intermediate Mid)

- develop ideas with supporting details in three time frames

Level 4 — (Intermediate Mid - High)

- sustain paragraph length in one time frame
- narrate and describe in three time frames

Level 5 — (Intermediate High - Advanced Low)

- state an opinion and defend/support that opinion

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Your “apple save” moment....



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Why thematic units?

- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content
- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a “big idea”

Curtain and Dahlberg

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

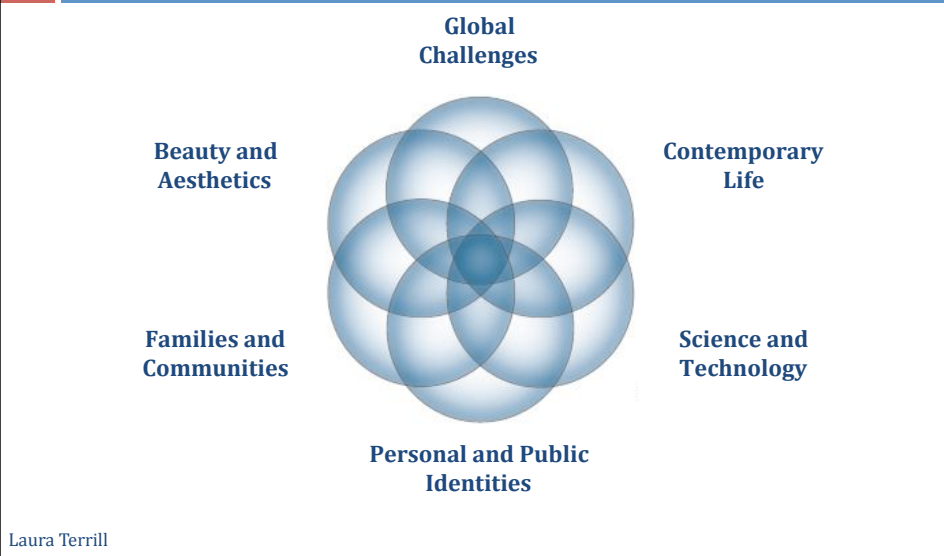
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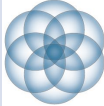
Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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AP Themes Guiding Unit Development



Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War 	<ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel 	<ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts 	<ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love 	<ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology

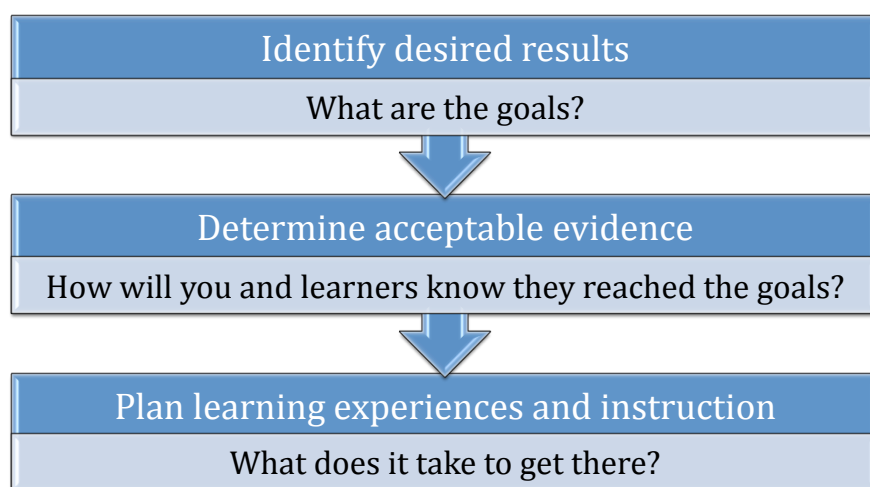
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Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

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Backward Design – Units and Lessons



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Contemporary Life: City Life

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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Cultures: The Culture Triangle

Products

Practices

Perspectives

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Products — Practices — Perspectives



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Cultures

Cultures	Products and Perspectives	Old buildings in cities; importance of maintaining the past
	Practices and Perspectives	Concept of flowered cities; the value of making cities look nice

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Connections

Connections	Making Connections	Acquiring Information and Diverse Perspectives
	<ul style="list-style-type: none"> • Geography – location of cities in (France); map reading skills • Math – metric system for distances • Language Arts – interview strategies 	<ul style="list-style-type: none"> • Websites for various cities in (France). • Video of Futuroscope. • Video interviews

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

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Comparisons

Comparisons	Language Comparisons	Cultural Comparisons
	Hôtel de Ville Ville, village	Walled cities Public transportation

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Communities

	School and Global Communities	Lifelong Learning
Communities	<ul style="list-style-type: none"> • Small group work to plan an itinerary for school trip to France • Skyping with their sister school in France in preparation their exchange 	<ul style="list-style-type: none"> • Researching and planning a trip • Self-assessment of progress towards unit goals

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Essential Questions

- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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Moving from topic to thematic unit...

Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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Big Ideas =

Theme + Essential Question



Contemporary Life: City Life
What makes a city special?

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Selecting content....



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Interculturality

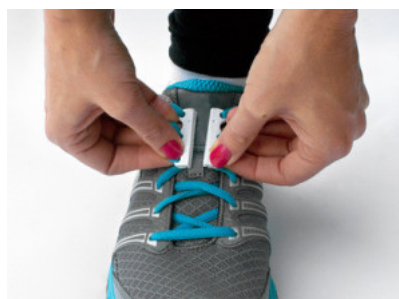
"...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience."

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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Selecting Authentic Text

Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,
with strong visual support.

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Ouiiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Complex Thinking — Simple Language



No soy un abrigo.

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Helena Curtain

Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



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Une baleine à bosse passe juste devant lui mais il est trop captivé par son téléphone pour le remarquer



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Pour Eric Smith qui a pris cette photo au large de Redondo Beach en Californie, cette image est tout simplement le "reflet de notre époque". Dans les commentaires de sa publication, le photographe américain dévoile les coulisses de sa prise de vue: "Des baleines sautaient hors de l'eau à Redondo et ce petit bateau à voile a manœuvré jusqu'à l'endroit où cela se passait. J'étais à 15 mètres quand une baleine et son baleineau sont sortis de l'eau, juste à côté du bateau. Le type n'a jamais levé les yeux de son téléphone. Deux femmes à l'avant du bateau prenaient des photos mais lui n'a rien remarqué."

Interrogé par CBS News, Eric Smith a confirmé son témoignage et expliqué qu'une baleine est son petit ont joué longtemps à la surface de l'eau sans que l'homme au smartphone ne remarque quoi que ce soit. "Il aurait put être en train d'écrire à sa mère à l'hôpital pour ce que j'en sais, mais je pense que c'est dommage qu'il ait manqué un si beau moment qui s'est déroulé à moins d'un mètre de lui", a également confié le photographe.

Tips for finding authentic text



- ❑ Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- ❑ Do not look for texts that have specific vocabulary or structures.
- ❑ Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- ❑ Adapt the task, not the text.
- ❑ Become a fan of Pinterest.

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie		D'ARCO
		Donna (peso 60 kg)	Uomo (peso 73 kg)	
<ul style="list-style-type: none"> Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate 	300	115 minuti	95 minuti	
<ul style="list-style-type: none"> Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) 	350	135 minuti	110 minuti	
<ul style="list-style-type: none"> Panino con hamburger al doppio formaggio 	450	170 minuti	140 minuti	
<ul style="list-style-type: none"> Patatine fritte (porzione media da fast food) 	340	130 minuti	110 minuti	
<ul style="list-style-type: none"> Una porzione di profiterol (g 100) 	280	110 minuti	90 minuti	
Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti	

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Making Authentic Text Comprehensible

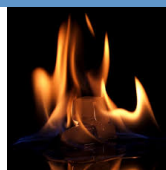
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Practice in target language; assess in English

Comment dit-on.....

How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

1. **une quantité de coca** (*an amount of coke*)
2. **pas toutes les profiteroles** (*not all the profiteroles*)
3. **une sauce blanche** (*a white sauce*)
4. **Quelquechose de jaune qui va souvent avec un hamburger**
(*something yellow that often goes with a hamburger*)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories**
(*the food that requires more than 2 hours of walking to get rid of calories*)

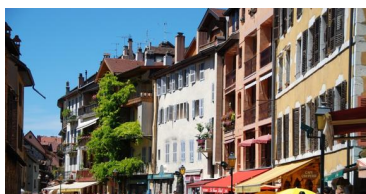
Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes**
(*difference between men and women*)
- b. **Une comparaison entre les calories et l'activité**
(*A comparaison between calories and activity*)
- c. **La nourriture qui est de mauvaise santé**
(*food that is unhealthy*)

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What makes a city special? What is the ideal city?



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What makes Angers special?

Géocaching au Moyen-âge, cap ou pas cap ? (1)



Cette cache a été mise en place par l'Office de Tourisme d'Angers avec l'aide de www.geocaching.com



GC466VN

Difficulté :

★★★★

Taille de la cache :

▼▼▼▼

Durée :

parcours d'environ 1 heure

Matériel :

1 GPS Rando ou Smartphone avec application GPS « twoNav »

1 objet de valeur équivalente à celui que vous trouverez dans la cache

Attributs :



parkings (payants) Place Kennedy et Place de l'Académie

Ce parcours est déconseillé aux personnes à mobilité réduite ou avec des poussettes.



N'oubliez pas votre appareil photo et laissez vos témoignages (sans révéler les secrets du parcours) sur la page Facebook « Offices de Tourisme Angers Loire Valley » ou + d'infos sur notre site www.angersloiretourisme.com !



WEEK-ENDS & SÉJOURS

Se détendre, s'évader,
s'émerveiller le temps
d'un week-end ou de
quelques jours !



RESERVER

Laura Terrill



Le circuit cycliste Sarthe-Pays de la Loire sera de retour à Angers le 8 avril. (Photo: Thierry Bonnet/archives Ville d'Angers)

Boxe, natation, cyclisme, athlétisme, tennis... un beau programme s'annonce pendant le printemps à Angers, avec de nombreux événements pour tous les amateurs de sport.

Teaching vs Learning



Assessment of Learning

Laura Terrill

Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Laura Terrill

Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Laura Terrill

Common Core



- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

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Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework

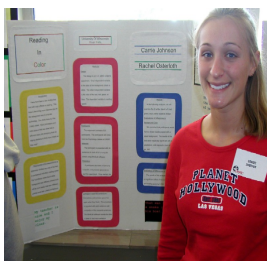
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



Laura Terrill

Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Laura Terrill

Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill

Common Core Writing Standards

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



Laura Terrill

Pathways to the Common Core
Accelerating Achievement
 Calkins, Ehrenworth, Lehman

Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



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Pathways to the Common Core
Accelerating Achievement
 Calkins, Ehrenworth, Lehman

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill

Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill

What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentation
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentation

Laura Terrill

Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

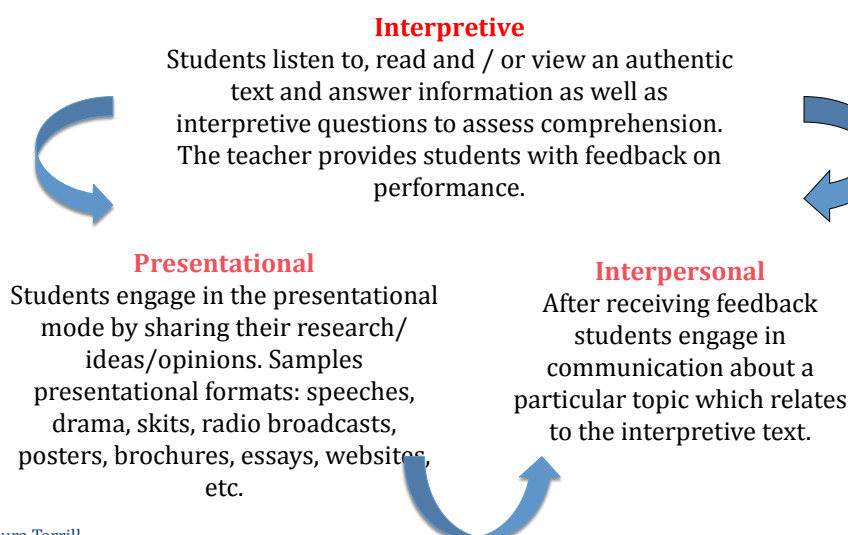
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French AP - 2012

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Laura Terrill

ACTFL Integrated Performance Assessment



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City Life

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

Communication – Collaboration – Creativity –
Critical Thinking

Presentational Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.

Interpersonal Mode

In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

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City Life – Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

What makes a city special?

Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

Presentational Mode

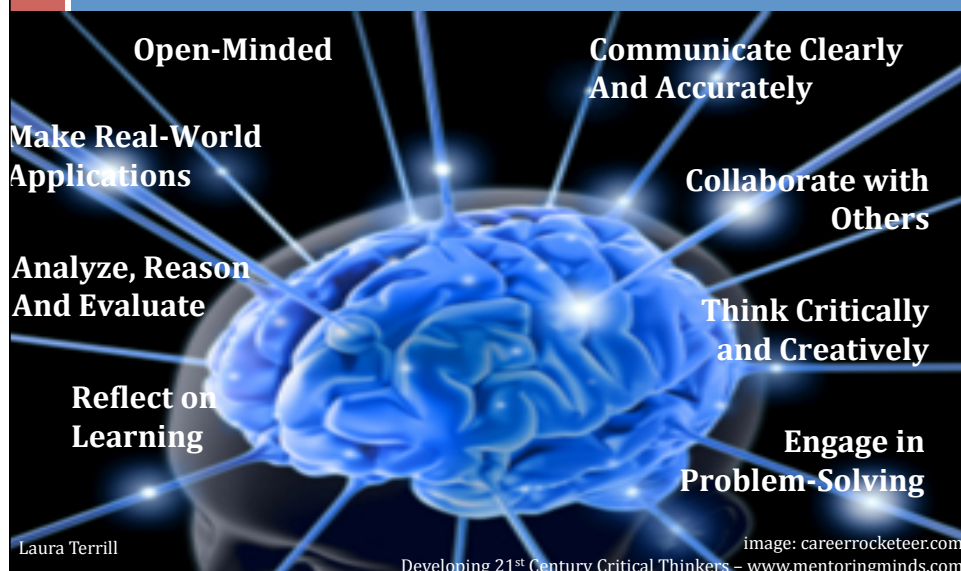
Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.

Interpersonal Mode

In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

Laura Terrill

21st Century Learners



Common Core

Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

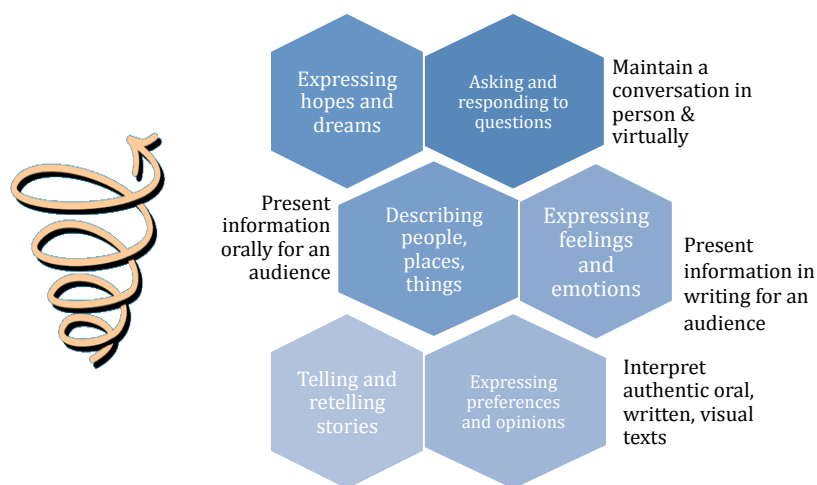
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21st Century Skills

Communication	Interpretive, Interpersonal and Presentational Tasks
Collaboration	Presentational and Interpersonal Tasks
Critical Thinking and Problem Solving	Presentational Task
Creativity and Innovation	

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Top Ten Functions and Related Tasks



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Increasing levels of proficiency

Novice		Intermediate		Advanced	
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

Laura Terrill

Student Can-do's

I can	Yes	With some help	Not yet
Identify places in a city			
Explain what people do in various places or why they go there			
Locate a place in relation to other places			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit or where to go within a city			
Name public transportation; methods of getting from one place to another			
Make comparisons between cities in the US and cities abroad			

Laura Terrill

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

Laura Terrill

Learning Target – Name places that are found in and near cities

Hear the conversation you
want students to have. Do
not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city

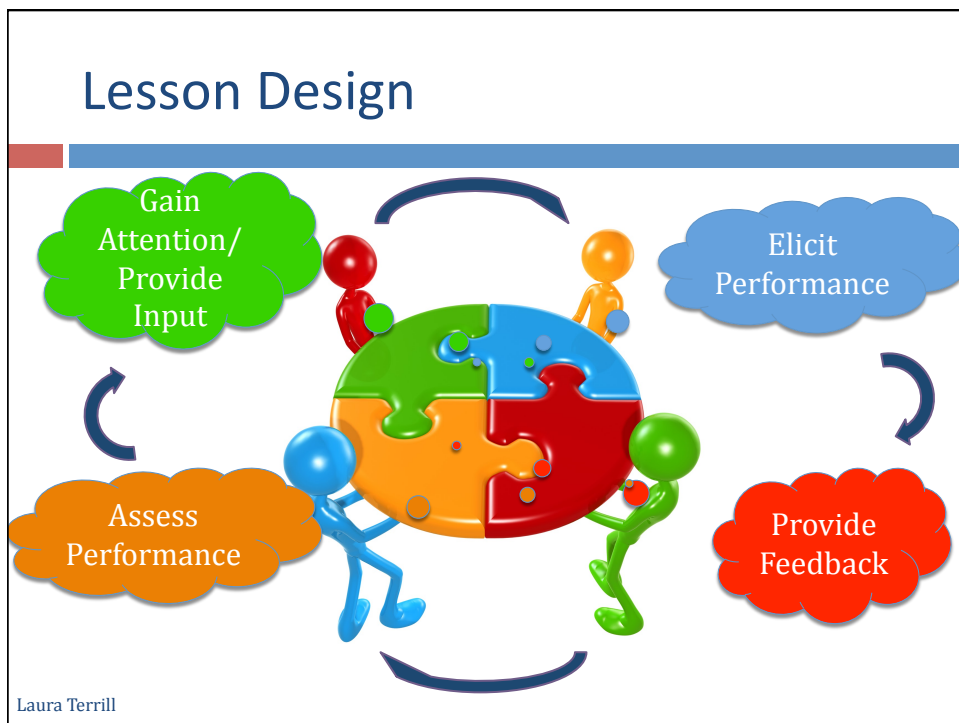
Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Toolbox

Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
Identify places in a city	There is, there are Definite articles	Names of typical buildings compass directions prepositions of location descriptive adjectives public transportation city related activities ***** Winding streets City walls City center/Old city Middle Ages "ville fleurie" Flowered city
Ask for and follow directions within a city	Commands (interpretive) Concept of "to the"	
Describe places in a city and what I do there	Adjective agreement and position, Present tense	
Identify traits associated with cities in urban, suburban and rural settings		
Express preferences with reasons about what cities to visit, where to live	I prefer....because I think....	
Make comparisons between cities in the US and cities in France	Comparatives – less, more as	
Promote "my" city as the ideal place to live	Commands, You can, you should, you have to	

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Getting Started



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Gain Attention/Input

Une journée à Angers



Students list words and phrases they associate with the images.

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Y a-t-il....? Il y a ou il n'y a pas de.....?

Is there? There is or there isn't.....



Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic..écoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi....Restaus, (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent, il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
 voilà ce que je peux te dire..
 Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)

It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..) To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
this is what I can tell you ..

Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill

Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

Laura Terrill

D'après Clo, qu'est-ce qu'il y a à Angers?
According to Clo, what is there in Angers?



Elicit Performance/Provide Feedback

Quick Write

Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?



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Resources



Key Considerations:

- First section of template that truly is different by language
- Must determine where resources will be stored
- Internal district capacity may or may not be sufficient for video, images, etc.

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How many units a year?

Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

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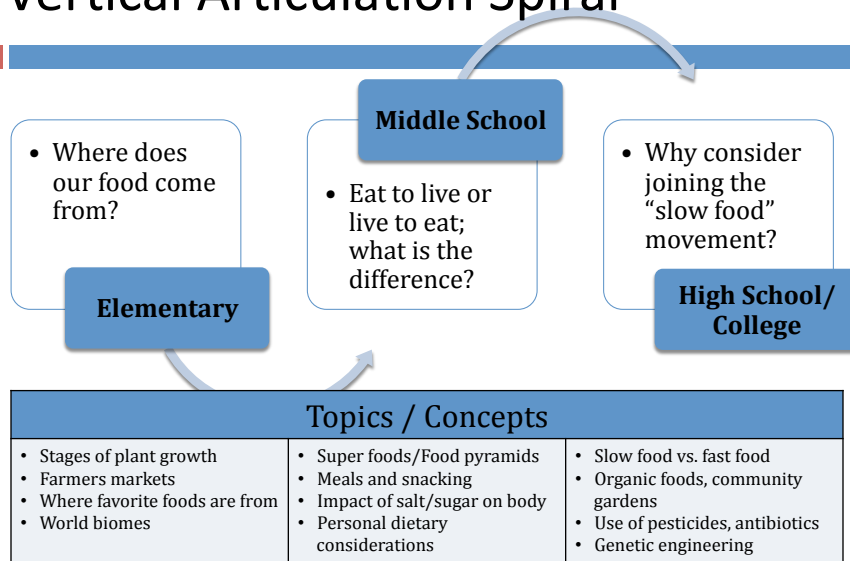
Spiral the Topic: Family



Novice Mid – High	Intermediate Low	Intermediate Mid-High	Advanced Low
<ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? 	<ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? 	<ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. 	<ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples.

Laura Terrill

Vertical Articulation Spiral



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AP Themes	Year 1	Year 2	Year 3	Year 4	Year 5
Personal & Public Identities	Who am I?	How does where I live influence who I am?	What impact does technology have on my lifestyle?	What am I doing to gain the skills I will need for my future?	How does learning another language influence who I am and how I see the world?
Families & Communities	How do people around the world describe "family"?				
Contemporary Life	How do my family and friends influence what I do?				
Beauty & Aesthetics	What makes a place beautiful?				
Science & Technology	How does my daily routine affect my health?				
Global Challenges	What are the rights of a child?				

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AP Themes	Year 1	Year 2	Year 3	Year 4	Year 5
Personal & Public Identities		<i>How does where I live influence who I am?</i>			
Families & Communities	<i>What makes a community special?</i>				
Contemporary Life			<i>Why is music called a universal language?</i>		<i>What makes a movie a classic?</i>
Beauty & Aesthetics					
Science & Technology				<i>Why do people move?</i>	
Global Challenges					

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What's not working?



What are you currently doing in terms of curriculum that you don't enjoy doing? that students are not enjoying?

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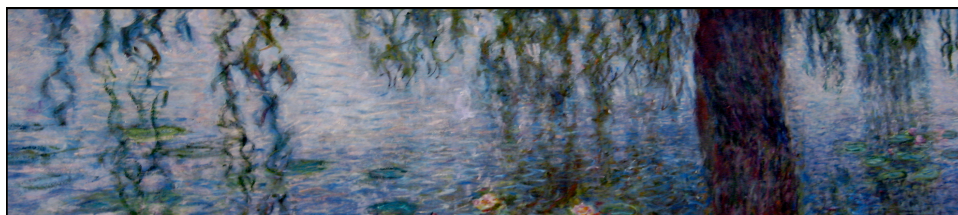
What's working?



Consider:

- ☐ Topics/themes that you've enjoyed teaching at certain levels.
- ☐ Movies that have always been shown in a particular level.
- ☐ Projects that have been successful at a certain level.
- ☐ Novels, poems, songs, literature that has been used at a certain level.
- ☐ ???????

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>